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ABSTRACT

The preliminary report presents first year findings of a 5-year study on the training and employment experienced by Los Angeles high school students with disabilities and their post-high school employment and other activities. This report presents baseline data against which future annual reports will be compared. The study group consists of 945 senior high handicapped students receiving special education services. A pre-graduation data form and a survey of student plans were used to gather the baseline data. Preliminary analysis indicates that the sample contains twice as many male as female students, that most of the students are enrolled in special day classes at regular high schools, that most students are taking regular or modified vocational training, and that about half the students work. More than half the graduates plan to continue their education for which most plan to attend a 2-year college; 63% of students planning to continue their education expressed interest in vocational or technical courses; and 82% of graduates planned to be employed full or part time by the following fall. The report also includes detailed statistical analyses and the evaluation and data gathering forms used. (DB)

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SPECIAL EDUCATION POSTSECONDARY LONGITUDINAL STUDY--

PRELIMINARY REPORT, 1985-86

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PUBLICATION NO. 482

RESEARCH & EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

EC 222720

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SPECIAL EDUCATION POSTSECONDARY LONGITUDINAL STUDY--PRELIMINARY REPORT, 1985-86

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TABLE OF CONTENTS

PAGE

Acknowledgments.....iii

List of Tables..... v

Executive Summary..... vii

CHAPTER

1. Introduction 1

   Purpose of Study
   Students
   Data Gathering Instruments
   Data Collector Training
   Method of Analysis

2. Preliminary Analysis of The Postgraduation Data 7

3. Plans of the Graduates 24

4. Findings and Recommendations 33

5. Appendixes 35

   A. Planned Sample
   B. Training Materials
   C. Evaluation Forms
   D. Handicap Class Codes

LIST OF TABLES

TABLE		PAGE
1	Comparison of Planned and Actual Sample by Handicap and Grade	8
2	Number and Percentage of Sample Students by Ethnicity and Grade	10
3	Sample by Sex and by Grade	10
4	Number and Percentage of Sample Students by Home Language, Student Language, and by Grade	11
5	Number of Sample Students by Instructional Setting and Grade	12
6	Number of Sample Students Receiving Designated Instructional/Services (DIS) by Grade	13
7	Number and Percentage of Sample Students by Culmination Goal and Grade	13
8	Number of Sample Students Passing Proficiency Tests by Grade	14
9	Number and Percentage of Vocational Classes Taken by Sample Students, by Location and Grade	15
10	Number and Percentage of Vocational Training Classes Taken by Sample Students, by Type and Grade	16
11	Number and Percentage of Students by Weeks of Vocational Training Completed, and by Grade	17
12	Number and Percentage of Vocational Training Classes Completed by Grade	18
13	Number and Percentage of Vocational Training Classes Taken by Sample Students by Grade	18
14	Number and Percentage of Sample Students by Type of Payment Received for Working, and by Grade	19
15	Number and Percentage of Students by Weeks on Job, and by Grade	20
16	Number and Percentage of Students by Hours Worked a Week, and by Grade	20

LIST OF TABLES (continued)

TABLE		PAGE
17	Number and Percentage of Sample Students by Weekly Salary, and by Grade	21
18	Number and Percentage of Sample Students Satisfied with Jobs, by Grade	22
19	Number and Percentage of Jobs Held by Sample Students, by Grade	22
20	Graduates by Sex	24
21	Graduates by Ethnic Groups	31
22	Graduates by Disability Group	26
23	Plans of Graduates	28
24	Schools Graduates Plan to Attend in Fall 1986	29
25	Graduates' Future Occupations	31

EXECUTIVE SUMMARY

Introduction

This longitudinal study provides the Los Angeles Unified School District information on what happens to handicapped minors in high school and what happens to them the first 5 years afterward. Specifically, the study investigates the training and employment provided handicapped students in school and their post-high-school activities.

Throughout the 5 years in which this study is conducted, findings will be reported annually. For the 1st year, as described in this preliminary report, baseline data have been gathered and reported, and for the following 4 years, follow-up information (post-high-school activities) will be gathered and reported.

The participants in this study are 945 senior high handicapped students who were randomly selected from the district special day class population. The sample includes all disability groups except Language and Speech (LAS), Noncategorical (NC), and Assessment Service Center (ASC).

Three instruments will gather data for this longitudinal study: A pre-graduation data form, a graduate plans survey, and a graduate follow-up survey. The first two instruments were used to gather data for this preliminary report. The follow-up survey is being developed for use in spring 1987.

Special education vocational education itinerant teachers interviewed students and teachers and examined student records over a period of 8 weeks, thus generating data for this report.

Findings and Recommendations

Findings

Preliminary Analysis of Postgraduation Data

- The actual sample contains twice as many male students as female students.
- Generally, English is the language spoken in the home and at school.
- The majority of the sample students are enrolled in Special Day Classes (SDC) at regular senior high schools.
- Vocational education and adaptive physical education are the Designated Instruction/Services (DIS) received by most students.
- About one-half of the students in grades 10 thru 12 plan to receive a diploma upon leaving high school. Most of the postgraduate students plan to receive a letter of recommendation rather than a diploma.
- Most sample students are taking regular or modified vocational training classes. Few students have completed more than 1 year of training.
- Almost all of the sample students who work are paid a salary. Most students work less than 30 hours per week and are satisfied with their jobs. About one-half of the sample do not work.
- Some data collectors may not have strictly followed the procedures for replacing sample students who were not enrolled or whose attendance was extremely poor. A number of data forms contained incomplete data.
- Based on preliminary tallies of the sample by ethnicity, some ethnic groups might be overrepresented, while others might be underrepresented, relative to enrollment proportions.

Plans of the Graduates

- Graduates comprised significantly more males than females, approximately 2:1.
- More than half of the graduates planned to continue their education in fall 1986.
- A majority of the graduates planning to attend school the following fall planned to attend 2-year colleges.
- Only 4% of college bound students planned to enroll in 4-year colleges or universities.

- Part-time study and work was the choice stated by 40% of students planning post-high-school studies.
- Of these same students planning post-high-school studies, 63% expressed interest in vocational or technical courses, 12% planned to pursue academic courses, and 25% were undecided.
- Most institutions named by students as schools they planned to attend were local community colleges and vocational/technical schools.
- A majority of graduates (82%) planned to be employed the following fall.
- The largest group of graduates planned to be mechanics.

Recommendations

Based on preliminary analysis of data collected during this 1st year of a 5-year longitudinal study to determine the extent to which present services and instruction received by special education students are effective in preparing them to live independently and to earn a living, it is recommended that:

- Staff review the planned sample and the actual sample to determine if there is a need to increase sample size. Another part of this recommendation concerns the ethnic composition and gender balance of the senior high special education population. Staff needs to ascertain whether the sample chosen is proportionate to enrollment.

- Staff develop procedures to more closely monitor data collection in order to ensure the gathering of more complete data for all sample students.

- Staff investigate the availability and quality of college and career counseling provided handicapped high school students.

Chapter 1

Introduction

Recent state legislation requires local education agencies to develop and implement annual evaluation plans to improve local special education programs. Pursuant to this mandate, in September 1985 the LAUSD Instructional Services Section, Division of Special Education, submitted to the California Department of Education, Office of Program Evaluation and Research, a proposal for a 5-year longitudinal study.

This longitudnal study will provide the LAUSD with information about handicapped minors in high school and what happens to them the next 4 years. Specifically, this study investigates the training and employment provided handicapped students in high school and their post-high-school activities.

Purpose of Study

This investigation will determine whether or not the training provided handicapped students in high school effectively prepares them for the world of work and independent living. Five specific questions are addressed:

1. What vocational training is provided for handicapped high school students?
2. What employment opportunities are provided for handicapped high school students?
3. What are the plans of the 1986 graduates?
4. What are the post-high-school activities of handicapped students?
5. What is the relationship of high school curriculum and services provided handicapped students to their post-high-school activities?

In addition to these primary questions, pertinent student data such as educational history and family information, will be obtained and analyzed.

The information found in this report and to be collected over the next 4 years should prove helpful to understanding the needs of handicapped minors in school and after they leave school.

Students

The participants in this study were 10th, 11th, and 12th graders and post-graduate (PG) special day class (SDC) students enrolled in regular high schools and schools for the handicapped. Postgraduates were students who were over 18 and who had chosen to remain in high school until age 22. Handicapped students may remain in school until they are 22 and receive the same educational services as other students.

The sample includes all of the district disability groups except Language and Speech (LAS), Noncategorical (NC), and Assessment Service Center (ASC). These groups were excluded because their populations are too small to provide useful or sufficient data over the project's duration or they are not of an appropriate age to be considered for this study.

A total of 945 senior high handicapped students served as subjects for this study. These subjects were randomly selected from the district senior high SDC population of 4,221 students (Table 1).

The sampling process involved three steps. In the first step, the 90% confidence level with a .05 error provided bases for determining how many subjects to select from each grade. For the second step, disability group

proportions within each grade were determined. This process involved calculating how many subjects to select from each disability group based on the group's percentage in the grade. And, the third step involved using a table of random numbers to select subjects' names from a computer generated SDC roster.

In some cases, selected subjects had dropped, had moved to another school district, or could not be located. To replace these subjects, other names were randomly selected from the roster. In rare cases, the replacement process was repeated several times until the list of names for that disability group was exhausted.

Data Gathering Instruments

Three instruments will gather data for this longitudinal study: a pregraduation data form, a graduate plans survey, and a graduate follow-up survey (Appendix C). The first two instruments gathered data for this 1st year preliminary report. The follow-up survey is being developed for use in spring 1987.

The pregraduation data form, a two section questionnaire, gathered background information on the sample students. The first section collected general information about the students which included:

- ethnicity
- initial year in special education
- instructional setting
- designated instruction/services
- culmination goal
- proficiency tests passed
- school location information
- attitude/behavior rating

The second section gathered information about vocational training classes taken and jobs held during senior high school. This instrument will be updated each year the student is enrolled.

The graduate plans survey, a short questionnaire, gathered information about future schooling and/or work plans of students who met the study definition of a graduate (students who will receive a diploma or a letter of recommendation, or will be leaving school because they will reach the age of 22 by June).

The two instruments were developed by Research and Evaluation Branch study staff with suggestions from Special Education Division and Senior High Division staff.

A third instrument, is being developed, to gather information about handicapped students' post-high-school activities. These students will be followed for 4 years after they leave high school. All three forms were designed to be completed by adult interviewers.

Prior to the actual data gathering period, the two instruments in use this year were field tested by two itinerant teachers, one at a regular high school and the other at a special education school. The field testing determined if the data could be collected, the amount of time required to collect, and what problems might be encountered in gathering the information needed. Minor adjustments were made in the instruments following this field test.

Data Collector Training

Special education vocational education itinerant teachers gathered the data for this preliminary report. Prior to the data gathering period, the teachers attended one training session. The session was conducted by the study staff and the two itinerant teachers who took part in the field testing. Each data collector received a packet (Appendix B) containing:

- data collection instructions
- training codes
- two-digit occupational codes
- reasons for leaving codes
- names and schools of sample students
- a supply of Pregraduation Forms and Plans of Graduates Surveys.

The group was provided step-by-step instructions on how to use these materials. And at the end of the session, the data collectors were instructed to call Research and Evaluation staff if they had questions or problems during the collection period.

Data collection was to occur over 6 weeks. The actual time, however, was 8 weeks, with information collected in this priority order:

- 12th graders and postgraduates (students aged 19-21)
- 11th graders
- 10th graders

This order was selected because data for 10th graders could be collected next fall if more time was needed than anticipated.

Students who were listed on a roster but could not be located were replaced by other students at that location with the same handicap. Research and Evaluation project staff selected the replacement students by following the same procedures used to select the original sample. A large number of students were replaced, some several times. This extended the collection period 2 additional weeks.

Method of Analysis

Because of the extended data gathering period and the necessity to prepare a preliminary report by mid-July, the project staff decided to generate

preliminary data by hand tally and to use the results as a basis for making decisions about the study. It is essential for staff to know if the sample that provided data for this report is the same or similar to the planned sample. If not, adjustments would have to be made in the fall.

Selected items on the pregraduation data form were tallied by grade level. Tallies were also made for each grade by ethnicity, handicapping condition, sex, instructional setting, culmination goal, and proficiency tests passed. These tallies gave an overall picture of the sample.

Additional items pertaining to the vocational training and employment history were also tallied.

A similar hand tally was done for the Plans of Graduates Survey. This included a tally by ethnicity, sex, and handicapping condition. Since we had no method to predetermine which students in our sample would be graduates, this hand tally provided the first picture of this group.

Further tallies were done for the plans of the graduates. The results of all tallies are presented in tables as frequencies and percentages.

In preparation for analysis, each student was assigned a unique five-digit identification (ID) number. The ID number will allow individual student files to be updated and connections to be made between the pregraduation data form, the graduate plans survey, and the follow-up survey. This arrangement will be important to the success of this longitudinal study.

Chapter 2

Preliminary Analysis of the Pregraduation Data

Planned and Actual Sample

The first data analysis determined how close the group of students for which baseline data were gathered this year resembled the planned sample. Preliminary analysis, by hand tally, shows that there are differences between the planned and actual sample. Table 1 compares the two by handicapping condition and shows that, except for grade 12 which is larger, the actual number of students for which data were gathered is smaller than planned. The overall total is smaller by more than 100 students.

One explanation for the actual sample's difference, especially for grade 12, is our original assumption of the grade level of students. Special education computer records (monthly reports on students receiving special education services) are not organized by grade, so grades had to be estimated by grouping the students by birthdates. As a result, students who were 15 and 16 years old were classified as 10th graders, 17-year-olds as 11th graders, 18-year-olds as 12th graders, and 19- through 22-year-olds as postgraduates (a term used by the Special Education Division to differentiate this group from regularly enrolled students).

Following the hand tally, a closer review of the computer lists showed that students whose birthyears were 1966 thru 1968 (17 to 20 years old) had been included on the grade 10 list. The remaining grade lists showed the same

Table 1

Comparison of Planned and Actual Sample, by Handicap and Grade

	Handicapping Condition																											
	APH		AUT		BL+PS		DEA		DH		ER		HOH		LD		MH		OHI		ORT		SED		TMR		Total	
Grade	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
10	8	4	3	3	4	2	7	2	4	3	35	21	8	4	205	122	4	4	7	5	7	5	11	6	14	11	317	192
11	6	6	3	3	3	2	6	2	3	2	28	24	7	4	174	164	6	7	9	5	10	10	11	11	22	22	288	262
12	4	4	10	9	2	4	13	3	8	5	33	42	6	5	108	158	10	9	11	10	16	20	8	5	36	36	265	310
PG	0	0	11	11	2	2	2	0	24	7	0	4	0	0	0	3	23	17	12	14	21	22	5	6	100	95	200	181
Total	18	14	27	26	11	10	28	7	39	17	96	91	21	13	487	447	43	37	39	34	[illegible]	57	35	28	172	164	1,070	945

Note. P = Planned; A = Actual; PG = postgraduate (ages 19-22). See Appendix C for handicap terms and abbreviations.

pattern of birthdates. This indicates that many students previously listed in one grade were actually enrolled in different grades.

Another explanation for this difference in the planned and actual sample, especially in total numbers, is that students who could not be located or who had very poor attendance might not have always been replaced. Even though the data collectors were instructed to contact the study staff to replace students and records were kept of these contacts, some background data forms were turned in with incomplete data and notations that the student could not be located or was never present.

The handicap groups where there appears to be a great discrepancy between the planned and actual sample are: deaf (28 vs. 7, respectively), developmentally handicapped (39 vs. 17, respectively), and hard of hearing (21 vs. 13, respectively).

Sample by Ethnicity

There was no requirement to balance the sample by ethnicity, so this preliminary analysis provided the first view of the sample from this perspective. Table 2 shows a sample made up primarily of Black, Hispanic, and White students (34.7%, 30.6%, and 30.3%, respectively). The district, in its annual ethnic survey, reports totals for special education students enrolled in special education schools but no separate accounting is made of special education students attending regular schools. Therefore, there is no way to determine if the ethnic representation in the sample is reflective of the district special education enrollment in senior high grades.

The count for students enrolled in special education schools (see 1985 Racial and Ethnic Survey) does indicate, however, that some ethnic groups might be

underrepresented (Asian and Hispanic) and others overrepresented (Black and White, not of Hispanic origin), relative to enrollment.

Table 2

Number and Percentage of Sample Students, by Ethnicity and Grade

Grade	Amer. Ind./ A.N. #	%	Asian #	%	Black #	%	Filipino #	%	Hispanic #	%	Pacific Islander #	%	White #	%	Total
10	0	0.0%	3	1.5%	62	31.8%	0	0.0%	77	39.5%	3	1.5%	50	25.6%	195
11	2	0.8	8	3.0	101	38.3	0	0.0	80	30.3	4	1.5	69	26.1	264
12	1	0.3	6	1.9	108	34.7	4	1.3	95	30.6	0	0.0	97	31.2	311
PG	0	0.0	6	3.3	59	32.8	3	1.7	39	21.7	1	0.5	72	40.0	180
Total	3	0.3	23	2.4	330	34.7	7	0.7	291	30.6	8	0.8	288	30.3	950

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. AN = Alaskan Native; PG = postgraduate (ages 19-22).

Sample by Sex

An analysis of the sample by gender shows that the total male representation (66.4%) is almost twice that of females (33.6%) (Table 3). It is not known if this is representative of the male-female ratio of all special education students enrolled in the senior high grades.

Table 3

Sample by Sex and by Grade

Grade	Sex: Male #	%	Female #	%	Total
10	130	66.7%	65	33.3%	195
11	184	69.7	80	30.3	264
12	206	66.2	105	33.8	311
PG	111	61.3	70	38.7	181
Total	631	66.4	320	33.6	951

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. PG = postgraduate (ages 19-22).

Grades 10 and 12 of our sample show almost the identical ratio (66.7% and 66.2% males, respectively), while grade 11 contains the largest percentage of males (69.7%) and the postgraduate group, the smallest (61.3%). Again, there is no method of determining if these proportions are representative.

Language Spoken by Sample Students

Data collectors were asked to determine the language of the home and the language spoken by the student at school. Table 4 shows that English is the home language of slightly more than three-fourths (75.3%) of the sample students, and is spoken by 83.4% of the sample students. Although Hispanic students constitute 30.6% of the sample (see Table 2), only 14.2% of this population is reported as not speaking English (Table 4).

Table 4

Number and Percentage of Sample Students by Home Language, by Student Language, and by Grade

	Home Language							Student Language						
	English		Spanish		Other		Total	English		Spanish		Other		
Grade	#	%	#	%	#	%		#	%	#	%	#	%	Total
10	157	71.0%	62	28.1%	2	0.9%	221	192	82.4%	38	16.3%	3	1.3%	233
11	217	75.9	60	21.0	9	3.1	286	252	83.7	40	13.3	9	3.0	301
12	260	73.7	77	21.8	16	4.5	353	309	82.8	53	14.2	11	3.0	373
PG	160	82.1	27	13.8	8	4.1	195	166	85.1	25	12.8	4	2.1	195
Total	794	75.3	226	21.4	35	3.3	1055	919	83.4	156	14.2	27	2.4	1102

Note. The totals for language spoken in the home and that spoken by the student may exceed the total sample number for a particular grade. More than one language is spoken is some homes and by some students. PG = postgraduate (ages 19-22).

Table 4 also shows that more than one language is spoken in some homes, as well as by some students because the totals for the two groups exceed the sample size (1,055 and 1,102, respectively, versus 945 in the sample). Since the 83.4% represents 919 students who speak English it can be concluded that almost all of the sample students speak English.

Instructional Setting

Table 5 shows that most (61%) of the sample students attend regular high schools with 39% attending special schools. Only about one-fifth (30) of the grade 10 students in the sample attend special schools. This ratio decreases as we progress through the grades until at the postgraduate level almost all (173) of the sample students are enrolled in special schools.

Table 5

Number of Sample Students by Instructional Setting and Grade

	School Setting	
Grade	Regular	Special
10	157	30
11	186	59
12	209	94
PG	6	173
Total	558 (61%)	356 (39%)

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. PG = postgraduate (ages 19-22).

An analysis was also made to determine the number of students who receive specific Designated Instruction Services (DIS). Some students may receive more than one DIS while others may not be enrolled in any. This analysis, however, was not complex enough to identify students by the number of services received. The preliminary tally, shows vocational education as the DIS received by most grades 10, 11, and 12 sample students, followed by adaptive physical education and language and speech (Table 6).

Table 6

Number of Sample Students Receiving Designated Instructional/Services (DIS), by Grade

Grade	Designated Instruction/Services (DIS)								Total
	Adaptive PE	Counsel.	Hard of Hearing	Language & Speech	Physical. Handicap.	Vocational Education	Visual Handicap.	Other	
10	35	12	1	19	0	67	6	0	140
11	48	39	2	30	1	107	18	12	257
12	79	40	3	46	5	162	8	2	345
PG	78	6	4	31	1	60	7	0	195
Total	240	97	10	126	7	404	39	14	937

Note. Some students may be enrolled in more than one DIS while others may be enrolled in none. PG = postgraduate (ages 19-22).

Culmination Goal and Proficiency Tests

Cumulative records and Individual Education Programs (IEP) provided information on whether the students were working toward a diploma or letter of recommendation and which of the district proficiency tests (SHARP; TOPICS; WRITE:SR) they had passed.

In grades 10 and 11, almost three-fourths (72.4% and 72.1%, respectively) of the sample students plan to obtain a diploma. At the 12th grade, however, the percentage seeking a diploma is 59.5%. For the postgraduate group, 93.2% plan to receive a letter of recommendation rather than a diploma (Table 7).

Table 7

Number and Percentage of Sample Students, by Culmination Goal and Grade

Grade	Culmination Goal				Total
	Diploma		Letter of Recommendation		
	#	%	#	%	
10	123	72.4%	47	27.6%	170
11	178	72.1	69	27.9	247
12	181	59.5	123	40.5	304
PG	12	6.8	165	93.2	177
Total	494	55.0	404	45.0	898

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics.

To receive a diploma, students must pass all three of the district proficiency tests. The tests are given to students for the first time in the 9th grade and if they are not passed at that time, the students are provided additional opportunities in their remaining senior high years to pass. Table 8 shows the number of sample students, by grade and by test, who had accomplished this. If the figures in Table 8 are compared with the number of students in the sample (Table 1), it is easy to see that at grade 12 only about one-half of the 311 sample students had passed certain proficiency tests by that grade. This parallels the indication that only 59.5% of the 12th graders plan to obtain a diploma. This analysis did not indicate the number passing all three tests. Therefore, before any conclusions can be made, a more detailed analysis must be made. According to Table 8, almost none of the postgraduate students (13 of 181 for SHARP) passed the proficiency tests and only 12 (Table 7) are working toward a diploma.

Table 8

Number of Sample Students Passing Proficiency Tests by Grade

Grade	Proficiency Test Passed		
	SHARP	TOPICS	WRITE:SR
10	44	26	46
11	103	78	100
12	158	128	150
PG	13	11	11
Total	318	243	307

Note. PG = postgraduate (ages 19-22).

Vocational Training History

Vocational training classes are given at the schools students attended or at other locations in the community, such as occupational centers. Table 9 shows that almost all sample students (85%) attend these classes at their schools. A closer look, however, reveals that while almost all of the 10th thru 12th grade students take classes at their school, only a little more than half of the postgraduate students do so.

Data were gathered by reviewing records and conversing with teachers to determine the vocational training and employment history of the sample students.

Table 9

Number and Percentage of Vocational Classes Taken by Sample Students, by Location and Grade

	Location of Classes				
	School		Community		
Grade	#	%	#	%	Total
10	174	95.6%	8	4.4%	182
11	450	95.3	22	4.7	472
12	638	90.5	67	9.5	705
PG	241	58.9	168	41.1	409
Total	1,503	85.0	265	15.0	1,768

Note. PG = postgraduate (ages 19-22).

There are several types of training available to students: regular classes or classes which have been modified because of student handicaps (Reg/Mod), those provided in Regional Occupational Centers (ROC) or as part of the Regional Occupational Program (ROP), and training provided through Vocational Education Handicap Services (VEH). Data collectors were asked to identify the type of training the students have taken and assign a three-digit code to identify the category of training (Appendix B). The information was tallied by type of

training (Reg/Mod, ROC/ROP, VEH), only. Later, the data will be computer analyzed by other categories to determine the classes students take.

This preliminary analysis shows that for all grades the majority of the students are enrolled or have taken regular or modified classes. Since these classes are primarily given at local schools, this ties into the data from Table 9 which indicates most students take classes at their school instead of in the community (Table 10).

Table 10

Number and Percentage of Vocational Training Classes Taken By Sample Students, by Type and Grade

	Type Training						
	Regular Modified		ROP/ROC[a]		VEH[b]		
Grade	#	%	#	%	#	%	Total
10	240	90.6%	9	3.4%	16	6.0%	265
11	370	79.1	37	7.9	61	13.0	468
12	563	79.0	79	11.0	71	10.0	713
PG	278	73.7	23	6.1	76	20.0	377
Total	1,451	79.6	148	8.1	224	12.3	1,823

Note. PG = postgraduate (ages 19-22).

[a]ROP/ROC = Regional Occupational Program/Regional Occupational Center. [b]VEH= Vocational Education Handicap Services.

Weeks Completed

The number of weeks of vocational training the students have completed was tallied and the results are displayed in Table 11. Some students had completed more than one type of training, so the totals shown are higher than the sample size. As expected, the longer students remain in school the more weeks of training they completed. Almost three-fourths (72.7%) of the grade 10 students had completed 10 to 20 weeks (one semester) of training. Most of the total sample (88.2%) completed from 10 to 40 weeks of vocational training. Few students (6.4%) completed more than 40 weeks (1 year) of training.

Table 11

Number and Percentage of Students, by Weeks of Vocational Training Completed and by Grade

	Weeks Completed																
	Less Than 10		10-20		21-30		31-40		41-60		61-80		81-100		More Than 100		
Grade	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total
10	14	5.2%	197	72.7%	1	0.4%	52	19.2%	1	0.4%	2	0.7%	0	0.0%	4	1.4%	271
11	28	8.8	193	60.5	4	1.3	74	23.2	4	1.3	8	2.5	2	0.6	6	1.8	319
12	42	6.1	409	59.9	12	1.8	166	24.3	15	2.2	28	4.1	6	0.9	5	0.7	683
PG	7	1.7	79	19.7	3	0.7	287	71.4	18	4.5	2	0.5	3	0.7	3	0.7	402
Total	91	5.4	878	52.4	20	1.2	579	34.6	38	2.3	40	2.4	11	0.6	18	1.1	1,675

Note. Numbers in this table represent a duplicated count and are cumulative. Students may have enrolled in more than one type of training. PG = postgraduate (ages 19-22).

Most sample students (80.5%) taking vocational training classes complete them (Table 12). PG students completed the largest percentage (90%) of training classes; 11th graders completed the smallest percentage (73.8%). Specific subjects within the vocational training program were not identified.

Table 12

Number and Percent of Vocational Training Classes Completed by Grade

	Training Classes Completed				
	Yes		No		
Grade	#	%	#	%	Total
10	171	75.7%	55	24.3%	226
11	318	73.8	113	26.2	431
12	531	81.2	123	18.8	654
PG	341	90.0	38	10.0	379
Total	1,361	80.5	329	19.5	1,690

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. PG = postgraduate (ages 19-22).

There is little variation in the number of vocational classes taken by the sample students. The largest group, regardless of grade, had taken from one to two vocational training classes. Preliminary tallies show that one-fifth of the students had not taken any vocational classes; however, only 2.1% of the 12th graders had taken none (Table 13).

Table 13

Number and Percentage of Vocational Training Classes Taken by Sample Students, by Grade

	Number of Classes Taken												
	0		1		2		3		4		5 or More		
Grade	#	%	#	%	#	%	#	%	#	%	#	%	Total
10	72	38.5%	45	24.1%	36	19.2%	12	6.4%	8	4.3%	14	7.5%	187
11	86	33.1	51	19.6	50	19.2	32	12.3	14	5.4	27	10.4	260
12	5	2.1	58	24.7	61	26.0	32	13.6	28	11.9	51	21.7	235
PG	29	16.9	31	18.0	45	26.2	25	14.5	28	16.3	14	8.1	172
Total	192	22.5	185	21.7	192	22.5	101	11.8	78	9.1	106	12.4	854

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. PG = postgraduate (ages 19-22).

Employment History

Data were collected about student work history. Employment tied directly to vocational training is the only kind of work information routinely recorded, so students and teachers were the primary data sources.

Approximately one-half (462) of the total sample works and almost all of these working students (90.7%) receive pay for their labors. Only 4.1% are involved in work incentive programs (Table 14).

Table 14

Number and Percentage of Sample Students, by Type of Payment Received for Working, and by Grade

	Payment Type						
	Paid		Unpaid		Work Incentive		
Grade	#	%	#	%	#	%	Total
10	68	88.3%	6	7.8%	3	3.9%	77
11	123	93.9	4	3.1	4	3.0	131
12	193	89.4	11	5.1	12	5.5	216
PG	35	92.1	3	7.9	0	0.0	38
Total	419	90.7	24	5.2	19	4.1	462

Note. PG = postgraduate (ages 19-22).

The largest group of students (33.8%) have worked on their jobs from between 5 to 10 weeks, with the next largest group (24.7%) having worked from 11 to 20 weeks. No preliminary analysis was made of the types of jobs held by these students, nor was there any attempt to determine if there was any relationship between the type of training classes taken and the type of work performed. Future analysis will address these concerns. Interestingly, 12.5% of the students have worked on their jobs for more than 50 weeks (Table 15).

Table 15

Number and Percentage of Students, by Weeks on Job and by Grade

Grade	Hours per Week: Less Than 5 #	%	5-10 #	%	11-20 #	%	21-30 #	%	31-50 #	%	More than 50 #	%	Total
10	9	12.3%	29	39.7%	19	26.0%	5	6.8%	5	6.8%	6	8.2%	73
11	17	11.9	47	32.9	33	23.1	16	11.2	13	9.1	17	11.9	143
12	29	13.8	68	32.4	54	25.7	14	6.7	15	7.1	30	14.3	210
PG	2	5.1	13	33.3	9	23.1	0	0.0	10	25.7	5	12.8	39
Total	57	12.3	157	33.8	115	24.7	35	7.5	43	9.2	58	12.5	465

Note. PG = postgraduate (ages 19-22).

Data were gathered on the number of hours worked each week and the weekly salary earned by sample students. More than three-fourths (83.2%) of the working students worked up to 30 hours a week. A few students (14) in grades 11 and 12 reported working more than 40 hours per week (Table 16).

Table 16

Number and Percentage of Students, by Hours Worked a Week and by Grade

Grade	Hours per Week: Less Than 10 #	%	11-20 #	%	21-30 #	%	31-40 #	%	More than 40 #	%	Total
10	27	36.0%	15	20.0%	21	28.0%	12	16.0%	0	0.0%	75
11	36	26.7	41	30.4	32	23.7	22	16.3	4	2.9	135
12	46	23.4	65	33.2	49	25.0	26	13.3	10	5.1	196
PG	23	67.7	8	23.5	3	8.8	0	0.0	0	0.0	34
Total	132	30.0	129	29.3	105	23.9	60	13.6	14	3.2	440

Note. PG = postgraduate (ages 19-22).

Slightly more than two-thirds (67.8%) of the working students earn between $26 and $100 per week with 25.8% of that group earning between $76 and $100. About 35% of the 10th graders, 43% of 11th graders, and 60% of the 12th graders reported earning a salary, while only about 9% of the postgraduate students reported a salary (Table 17).

Table 17

Number and Percentage of Sample Students, by Weekly Salary and by Grade

	Weekly Salary																
	$1-25		$26-50		$51-75		$76-100		$101-150		$151-200		$201-250		$251-		
Grade	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total
10	6	8.8%	22	32.3%	11	16.2%	15	22.0%	8	11.8%	4	5.9%	1	1.5%	1	1.5%	68
11	14	12.4	18	15.9	19	16.8	36	31.9	16	14.1	7	6.2	2	1.8	1	0.9	113
12	19	10.2	38	20.5	41	22.0	48	25.8	25	13.5	13	7.0	1	0.5	1	0.5	186
PG	2	12.5	4	25.0	8	50.0	0	0.0	1	6.3	1	6.2	0	0.0	0	0.0	16
Total	41	10.7	82	21.4	79	20.6	99	25.8	50	13.1	25	6.5	4	1.0	3	0.9	383

Note. Weekly Salary = dollars students earned each week. PG = postgraduate (ages 19-22).

Students were asked to rate their satisfaction with the job they were working on using a three-point scale (not satisfied, somewhat satisfied, satisfied). More than two-thirds (67%) of the working sample students were satisfied with their jobs and only 6.3% said they were not satisfied. Further analysis is needed to determine the types of jobs performed and salaries earned to see if satisfaction is related to the kind of job held (Table 18).

Table 18

Number and Percentage of Sample Students Satisfied with Jobs, by Grade

Grade	Satisfaction Level: Satisfied #	Satisfied %	Somewhat Satisfied #	Somewhat Satisfied %	Not Satisfied #	Not Satisfied %	Total
10	55	70.5%	18	23.1%	5	6.4%	78
11	74	60.2	37	30.1	12	9.7	123
12	139	67.8	56	27.3	10	4.9	205
PG	28	77.8	7	19.4	1	2.8	36
Total	296	67.0	118	26.7	28	6.3	442

Note. PG postgraduate (ages 19-22).

Finally, the number of jobs sample students held was tallied. Almost two-thirds (61.3%), for whom data was recorded have not worked. Of this total group, the post graduates have the largest percentage of students not holding jobs (83%) and grade 12 has the smallest (17.8%) percentage. Slightly more than one-fourth of the sample students, for which data were recorded, have held at least one job, with the largest percentage (45.2%) holding jobs in grade 12 (Table 19).

Table 19

Number and Percentage of Jobs Held by Sample Students, by Grade

Grade	Number of Jobs Held: 0 #	0 %	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %	5 or More #	5 or More %	Total
10	129	70.9%	39	21.4%	8	4.4%	5	2.8%	1	0.5%	0	0.0%	182
11	172	64.7	69	25.9	18	6.7	4	1.5	1	0.4	2	0.8	266
12	26	17.8	66	45.2	38	26.0	11	7.5	5	3.5	0	0.0	146
PG	142	83.0	23	13.5	6	3.5	0	0.0	0	0.0	0	0.0	171
Total	469	61.3	197	25.8	70	9.1	20	2.6	7	0.9	2	0.3	765

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. PG = postgraduate (ages 19-22).

Summary

The actual sample (945) for which data were collected is more than 100 students smaller than the planned sample (1,070). Black and White students make up the sample majority. There are also twice as many male students in the sample as female students. Most sample students speak English and come from homes where English is spoken.

The number of students planning to earn a diploma decreases as they go through the grades. This number is also comparable with the numbers passing proficiency tests, although there is no way to tell with this preliminary analysis the number of students passing all three tests.

Sample students attending regular senior high schools take most of their vocational classes at school, while one-half of those attending special schools take classes elsewhere. Few students have completed more than 1 year of training and about one-fifth of the sample have had not vocational classes.

Approximately one-half of the total sample work and receive pay for their labor. More than three-fourths of these students work up to 30 hours per week. A few students work more than 40 hours per week. Slightly more than one-fourth receive a salary of between $76 and $100 per week. Two thirds of this working group said they were satisfied with their jobs.

Chapter 3

Plans of the Graduates

At the time of this survey, 253 students in the general sample expected, by June 1986, to meet graduation criteria set forth for this study. By definition, graduates for this study were students who expected to receive diplomas or letters of recommendation, or those who would become 22 by the end of the school term thus becoming ineligible for instruction and subsequently leaving school. Students in the 19-to-22 year-old category are referred to as postgraduates. For the remainder of this report, graduate refers to all of the above groups.

Male/Female Representation

Though the general sample was randomly selected, the graduates comprised significantly more males than females. Of the graduates, 177 (70%) were males and 76 (30%) were females, a 2:1 ratio (Table 20).

Table 20

Graduates by Sex

Sex	Number	%
Male	177	70%
Female	76	30
Total	253	100

Ethnic Representation

All but two graduates identified their ethnic group, thus yielding a sample with 250 students in all seven ethnic designations. Numbers in the groups varied widely, with 37% being Black, 34% White, and 23% Hispanic. Other groups (American Indian/Alaskan Native, Asian, Filipino, and Pacific Islander) accounted for 5% of the sample (Table 21).

Table 21

Graduates by Ethnic Group

Ethnic Group	Number	%
American Indian/ Alaskan Native	1	0.4%
Asian	6	2.4
Black, not Hispanic	93	37.2
Filipino	5	2.0
Hispanic	58	23.2
Pacific Islander	1	0.4
White, not Hispanic	86	34.4
Total	250	100

Note. Three students were not identified by ethnic group; therefore, table total does not equal sample total.

Representation by Disability Group

The sample included students of all the disability groups that were in the general sample. Groups sizes closely paralleled their proportions in the larger sample. The learning handicapped students (143 or 57%) accounted for the largest group whereas the trainable mentally retarded (33 or 13%) and the educable retarded (29 or 11%) were second and third in size. The hard of hearing was the smallest group (Table 22).

Table 22

Graduates by Disability Group

Disability Group	Number	%
Aphasia	3	1.2%
Autistic	4	1.6
Blind/Partially Sighted	4	1.6
Deaf	3	1.2
Developmentally Handicapped	3	1.2
Educable Retarded	29	11.4
Hard of Hearing	2	0.8
Learning Handicapped	143	56.5
Multihandicapped	7	2.8
Other Health Impaired	6	2.4
Orthopedically Handicapped	9	3.6
Seriously Emotionally Disturbed	7	2.7
Trainable Mentally Retarded	33	13.0
Total	253	100

Part II: Plans

Plans for Further Schooling

More than half of the graduates (53%) planned to continue their education in fall 1986 while 47% had no plans for further schooling. The 53% anticipated attending colleges/universities and vocational/technical schools. A majority of them, however, (73) planned to attend 2-year colleges whereas 56 planned for vocational/technical schools or skill centers. Only 5 students anticipated enrolling in 4-year colleges/universities.

At survey time, graduates planning to attend schools after graduation had already decided whether they would be full-time or part-time students. Data analysis shows that 51 (38%) graduates expected to be full-time, 30 (22%) part-time, and 53 (40%) planned to be part-time students and part-time workers. Not a single student anticipated attending school and being a homemaker (Table 23).

Schools Graduates Planned to Attend

In naming the school they planned to attend, graduates identified 25 schools. The list shows that local community colleges and local vocational/technical schools were named far more often than other schools (Table 24).

Graduates were asked, if they planned to attend a 2-year college or vocational/technical school, what type of courses they would take. Of the 134 planning post-high-school studies, 63% expressed interest in vocational or technical courses, while 12% planned to pursue academic courses. Another 25% were uncertain (Table 23).

Table 23

Plans of Graduates

Plans to attend college in fall 1986

Yes		No	
#	%	#	%
134	53	119	47

Type of school students plan to attend

	# of students	%
A 4-year college/university	5	4
A 2-year college	73	54
A vocational/tech school or skill center	56	42

Plan to attend school as a:

	# of students	%
Full-time student	51	38
Part-time student	30	22
Part-time student and part-time worker	53	40
Part-time student, homemaker	0	0

If attending 2-year college or vocational/technical school in fall 1986, what type course will be taken?

	# of students	%
Vocational or technical emphasis	85	63
Academic emphasis	16	12
Uncertain	33	25

Do you plan to work in fall 1986?

Yes		No	
#	%	#	%
204	82	46	18

Work plans

	# of students	%
Full-time worker	53	28.0
Part-time worker	76	41.0
Full- or part-time worker in an apprenticeship program	11	6.0
Worker in a sheltered workshop	44	23.5
Full-time military person	2	1.0
Full- or part-time homemaker	1	0.5

Note: Table based on the responses of 253 graduates.

Table 24

Schools Graduates Plan to Attend in Fall 1986

School	Number of students
L.A. Trade Technical College	14
Pierce College	14
Valley College	9
L.A. City College	8
Friedman Occupational Center	8
Santa Monica City College	8
West Valley Occupation Center	7
Southwest College	5
Mission College	4
El Camino College	3
East L.A. Occupational Center	3
Pasadena City College	2
North Valley Occupational Center	2
Hollywood Professional	1
Easter Seal	1
Cal State Northridge	1
West L.A. College	1
Canyon Country	1
Van Nuys College of Business	1
Chaffee	1
Woodbury College	1
Dick Rose School of Keyboard	1
Harbor College	1
Xavier University	1
Compton City College	1
Plan to attend college, but not sure about a specific school	13

Note: Table based on the responses of 100 graduates.

Plans for Employment

An overwhelming majority of the graduates (204 or 82%) planned to be employed in fall 1986. A more detailed analysis of their plans shows that 76 planned to work part-time, and 53 planned for full-time employment. Another sizable group (44) expected to work in sheltered workshops. Not one student planned to work and at the same time be a homemaker (Table 23).

Graduates also named a wide range of jobs or occupations they planned to have in the future. The largest group (13) planned to be mechanics; two other groups, each consisting of 11 students, expressed interest in child care and food services jobs. Other students expressed interest in jobs ranging from being laborers to jobs requiring graduate degrees (Table 25). The jobs named by the largest groups of students were consistent with the kind of curricula (vocational technical) the college bound student said they would pursue.

Other Plans

At the time of this survey, 15 graduates were not planning to attend school or to work in fall 1986. Eleven of this group were undecided about what they wanted to do. Plans for the other four, however, included staying home, having a baby, getting state rehabilitation services, and becoming active in church.

Summary

In the sample of graduates, the number of males and females, ethnic groups, and disability groups closely paralleled their proportions in the general sample. As in the general sample, males outnumbered female 2 to 1. Also, ethnic groups with the highest representation are Blacks, Hispanics, and Whites. In terms of disability group, the learning handicapped had the most graduates (143).

Graduates' Future Jobs/Occupations

Table 25

Graduates' Future Occupations

Job/Occupation	# of Graduates	Job/Occupation	# of Graduates
Mechanic	13	Model	1
Food Services	12	Florist	1
Child Care	11	Musician	1
Cosmetology	8	Animal Care	1
Armed Forces	8	Art	1
Business	7	Machinist	1
Maintenance	7	Engineering	1
Electronics	6	Printing	1
Computers	5	Interior Design	1
Laborer	5	Land Surveyor	1
Welding	3	Brickmason	1
Health Care	3	Locksmith	1
Graphic Arts	2	Drafting	1
Law Enforcement	2	Acting	1
Stage Crew	2	Child Psychologist	1
Sports	2	Social Worker	1
Photographer	1	Communication	1
Teacher	1	Sheltered Workshop	1
Office Worker	1	Peace Corps	1
Photographer	1		
Veterinarian	1		

In spite of different handicaps and varying degrees of these handicaps, graduates reported a wide range of plans for the following fall. More than half planned to continue their education while others planned to work. In fact, 82% anticipated employment. This high percentage, however, includes those seeking part-time work and full-time work.

Graduates not planning to work or attend school reported plans that included staying home, starting a family, getting state rehabilitation services, and working in church.

Chapter IV

Findings and Recommendations

Findings

Preliminary Analysis of Postgraduation Data

- The actual sample contains twice as many male students as female students.
- Generally, English is the language spoken in the home and at school.
- The majority of the sample students are enrolled in Special Day Classes (SDC) at regular senior high schools.
- Vocational education and adaptive physical education are the Designated Instruction/Services (DIS) received by most students.
- About one-half of the students in grades 10 thru 12 plan to receive a diploma upon leaving high school. Most of the postgraduate students plan to receive a letter of recommendation rather than a diploma.
- Most sample students are taking regular or modified vocational training classes. Few students have completed more than 1 year of training.
- Almost all of the sample students who work are paid a salary. Most students work less than 30 hours per week and are satisfied with their jobs. About one-half of the sample do not work.
- Some data collectors may not have strictly followed the procedures for replacing sample students who were not enrolled or whose attendance was extremely poor. A number of data forms contained incomplete data.
- Based on preliminary tallies of the sample by ethnicity, some ethnic groups might be overrepresented, while others might be underrepresented, relative to enrollment proportions.

Plans of the Graduates

- Graduates comprised significantly more males than females, approximately 2:1
- More than half of the graduates planned to continue their education in fall 1986.
- A majority of the graduates planning to attend school the following fall planned to attend 2-year colleges.

- Only 4% of college bound students planned to enroll in 4-year colleges or universities.
- Part-time study and work was the choice stated by 40% of students planning post-high-school studies.
- Of these same students planning post-high-school studies, 63% expressed interest in vocational or technical courses, 12% planned to pursue academic courses, and 25% were undecided.
- Most institutions named by students as schools they planned to attend were local community colleges and vocational/technical schools.
- A majority of graduates (82%) planned to be employed the following fall.
- The largest group of graduates planned to be mechanics.

Recommendations

Based on preliminary analysis of data collected during this 1st year of a 5-year longitudinal study to determine the extent to which present services and instruction received by special education students are effective in preparing them to live independently and to earn a living, it is recommended that:

- Staff review the planned sample and the actual sample to determine if there is a need to increase sample size. Another part of this recommendation concerns the ethnic composition and gender balance of the senior high special education population. Staff needs to ascertain whether the sample chosen is proportionate to enrollment.

- Staff develop procedures to more closely monitor data collection in order to ensure the gathering of more complete data for all sample students.

- Staff investigate the availability and quality of college and career counseling provided handicapped high school students.

APPENDIX A

Students in SDC Program and Planned Sample

Table A

Special Day Classes (SDC) Regular & Special Schools

	Grade											
	10			11			12			Postgraduate		
Handicap Class Code	N	%	S	N	%	S	N	%	S	N	%	S
APH	45	2.4%	8	23	2.0%	6	13	1.5%	4			
AUT	18	1.0	3	11	1.0	3	33	3.9	10	23	5.5	11
BL + PS	25	1.4	4	13	1.0	3	7	0.8	2	4	1.0	2
DEA	42	2.3	7	26	2.3	6	41	4.8	13	5	1.2	2
ER (ER, LH)	197	10.9	35	110	9.6	28	107	12.6	33			
HOH (DHH)	45	2.4	8	30	2.6	7	18	2.1	6			
LAS	1			1								
LD (LH, RSP)	1,166	64.5	205	694	60.4	174	347	40.9	108			
MH	23	1.3	4	23	2.0	6	32	3.8	10	46	11.0	23
OHI (OH RSP, TEL)	42	2.3	7	36	3.1	9	34	4.0	11	25	6.0	12
ORT (OH, RSP)	38	2.1	7	40	3.5	10	50	5.9	16	43	10.2	21
SED (SED, LH, RSP)	63	3.5	11	42	3.7	11	24	2.8	8	11	2.6	5
TMR	77	4.3	14	86	7.5	22	116	13.7	36	208	49.5	100
DH	26	1.4	4	14	1.2	3	26	3.1	8	51	12.1	24
TOTALS	1,808		317	1,149		288	848		265	416		200

Note: N = population size, S = sample size.

APPENDIX B

Training Materials

January 1986

Guidelines for Longitudinal Special Education Postsecondary Study

Subjects

1. A district-wide listing of all 10th, 11th, 12th, and postgraduate students by instructional setting and handicap category will be developed by Special Education Division. Each year following, a new list of 10th graders will be generated and given to Research and Evaluation.

2. R & E will review the student lists and determine the sample size at a 90% confidence level with a .05 error. The sampe size will be determined based on each grade level's total population. Subsample size will be determined by their proportion in the total sample. This procedure will be used each year until study completion, to add the new 10th graders. A table of random numbers will be used to draw the sample.

3. Populations too small, as determined by R & E, to provide valid data or to insure the availability of sufficient data over a period of years will be deleted or combined with another similar population.

4. If a selected student drops, moves to another school district, or cannot be located, the next student, based on random selection, will be used. This will apply only to classes not yet graduated.

5. Graduates not located after checking all the given names, addresses, or phone numbers for locating will have their files closed. Attempts to locate subjects should be made by using directory assistance. Periodic attempts should be made to find the subjects of closed files by checking with directory assistance or any other available source.

Procedures

Background Data Collection

1. Lists will be developed by school, instructional setting (SDC, DIS), and handicap identifying sample students.

2. The work/study history of each subject will be completed each spring for each subject still enrolled.

3. Background information including study/work data will be collected by the DIS Vocational Education teacher who is assigned to that student's school.

4. There will be two records on each subject: master record and working record. All original records should be recorded in ink. Upon completion, a copy should be made of the master. Each year, after the record is updated, a copy will be made and the previous year's "master", which is now obsolete, will be destroyed. One record should always remain in the master file.

5. All items on the forms should be filled out completely. If information is not available, place 99 in the blank. If the response is zero, place 0 in the blank. If a student drops, write in the "Vocational Training History" section the word "dropped" and record the year.

6. Each data collector will receive an information packet that will provide Training, Two-Digit Occupational Division, and Reasons for Leaving codes. They will also have the student names and school locations they will collect data about, as well as a sufficient number of forms and instructions. Data collectors will also receive training in their task.

7. If a student listed on a roster cannot be located, it is the data collectors responsibility to contact R & E special education project personnel who will identify a replacement.

8. When student data have been collected, it should be returned to R & E according to established procedures.

Graduation

9. Subjects expected to graduate at the end of the school year will be administered a "Post-high School Plans Survey" in late spring prior to graduation.

Follow-Up Study

10. Follow-up data will be collected for students 1 year after they graduate or drop from school and for each year of the study thereafter.

Maintenance of Files

11. R & E special education project staff will maintain the master files and arrange for the computerization of data.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Data Collection Instructions for Longitudinal Special Education Postsecondary Study

General Instructions

Data collection will occur over a 6-week period from April 1 thru May 15, 1986. DIS teachers will collect data for sample students. Two forms will be completed:

- Special Education Post-High-School Activities Study: Pregraduation (Completed for all sample students)
- Special Education Survey: Plans of Graduates (Completed for students who fit the study definition of graduates)

Data should be collected in this priority order:

- 12th graders and postgraduates (students aged 19-22)
- 11th graders
- 10th graders

If a student listed on a roster cannot be located, the DIS teacher responsible for collection should contact William Renfroe or Lola Hendricks, Research and Evaluation at 625-6207 for a replacement.

All forms should be completed in ink.

If you have questions, please call William Renfroe or Lola Hendricks (625-6207) or Mark Stevens (742-7562).

Instructions for Completing the Special Education Post-High-School Activities Study: Pregraduation Form

All items on the form should be filled out completely for each student on your list.

If information for an item is unavailable, place 99 in the blank. If the response is zero, place 0 in the blank.

General Information

A. Information for A and B of the General Information section, except for ethnicity, should be available in student records (e.g., cumulative file, IEP, etc.).

B. To complete the student ethnicity, use these ethnic designations and procedures:

Ethnic Designations

Count students in the most applicable ethnic category to which they belong or with which they most closely identify. Use your personal judgment.

Do not question students. The ethnic designations defined are those used by the U.S. Department of Education, Office for Civil Rights, and by the California State Department of Education. They do not denote scientific definitions or anthropological origins.

- **AMERICAN INDIAN OR ALASKAN NATIVE:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **ASIAN:** A person having origins in any of the original peoples of the Far East, South Asia, or the Indian Subcontinent, e.g., China, India, Japan, and Korea.
- **BLACK, NOT OF HISPANIC ORIGIN:** A non-Hispanic person having origins in any of the Black racial groups of Africa.
- **FILIPINO:** A person having origins in any of the original peoples of the Philippine Islands.
- **HISPANIC:** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin--regardless of race.
- **PACIFIC ISLANDER:** A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian Islands. Do not include the Philippine Islands.
- **WHITE, NOT OF HISPANIC ORIGIN:** A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Portugal, Egypt, and Iran.

C. Completion of Attitude/Behavior Rating: This section should be completed by persons well-acquainted with the student. The DIS teacher should approach someone who, in their judgement, will have enough information about the student to provide a valid assessment. Indicate who provided the information by checking the appropriate category.

Pregraduation Experience

This section provides a summary of training and employment activities for sample students prior to graduation or leaving high school. Information should be as complete as possible, although all information may not be available in regular student records. Persons collecting this information will need to use their judgement to determine the best sources for the data.

A. Section A - Vocational Training History

1. Record the grade student was enrolled at the time training occurred.

2. Record the code that indicates if the training took place at a school (1) or in a community facility (2).

3. Refer to "Training Codes." Locate the category that best describes the training and training setting student was/is involved in.

4. Check the type of training:

Type	Check
a. Regular or modified classes	Reg/Mod
b. Regional Occupational Program or Regional Occupational Center	ROP/ROC
c. Vocational Education Handicap Services	VEH

5. Record the general category, indicate the category code, the number of weeks student was in training, if training was completed, and when. If training is ROP/ROC, check and record the code 000 in the appropriate box.

B. Section B - Employment History

1. Complete this section for students who have worked in a paid, unpaid, or work incentive program. Write 99 in the "Employer Name" box for students who have no known work experience.

2. Refer to the "Two Digit Occupational Division" codes for the general occupational category and code which best describes the work a student is performing.

3. If a student is no longer employed in a position, refer to "Reasons for Leaving Employment" and record the code which best describes the reason for leaving. If the student is still employed, place a 0 in the blank.

4. To determine the satisfaction level of students in a particular job, it may be necessary to question the student in order to complete this item. The interviewer, in asking for this information, should try not to direct the students' response, but rather "interpret" the response.

Instructions for Completing the Special Education Survey: Plans of Graduates

Plans of Graduates forms should be completed for all students in the sample who plan to graduate in June 1986. For this study, a graduate is a student who will receive a diploma, or who will receive a letter of recommendation. Students who will reach age 22 by June and become ineligible for instruction should be considered graduates.

Special education teachers or counselors will need to be consulted to determine who will graduate.

The form should be completed at the time the pregraduation information is collected.

Information (plans) should be obtained through interviews with graduates. If a student is unable to give the information, consult a parent, a teacher, or a counselor. The interviewer, not the graduate, should record the information.

The interviewer should use his/her professional judgement in questioning students and recording their responses. A student may verbalize plans that are not logical for a person with the student's handicapping condition. Situations of this nature require the interviewer to ask the student to clarify his/her response.

Because of individual differences, some students will require more time to answer questions, slower paced questioning, or additional questioning to obtain useful responses. Of course, the students' handicapping condition must be considered at all times.

If needed, the interviewer should give breaks, time out, or whatever consideration needed to get good information.

Complete all questions. It might be necessary to check student records for background information. Items in Part II: Plans, require checking or circling the student response. Follow directions on the forms.

Item 15 asks for plans not already explained. To get valid information, the interviewer may have to probe a bit to get student information not already discussed.

Returning Forms

When each grade set is completed, clip the forms to the appropriate sample list, place in an envelope, and hand-carry to:

Special Education Offices
Senior High Division
Attn.: Mark Stevens, VEH Coordinator

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73186

TRAINING CODES
Vocational Classes in Regular Schools

Classes	Code
ADULT LIVING SKILLS	(001)
Basic Living Skills	
Independent Living	
Mobility	
Orientation and Mobility	
Social and Environmental Skills	
Law and You	
Communication Skills for Independent Living	
Driver Education	
AGRICULTURAL/ENVIRONMENTAL	(002)
Agriculture	
Introduction to Agriculture	
Plant and Soil Science	
Animal Science	
Vocational Agriculture	
Environmental Management	
Environmental Science	
Forestry	
Vocational Forestry/Natural Resources	
ARTS/CRAFTS/DESIGN/GRAPHICS	(003)
Ceramics	
Design Crafts	
Jewelry	
Folk Arts and Contemporary Crafts	
Design	
Art Production	
Advertising Design	
Stage Design	
Calligraphy	
Computer Graphics	
Printmaking	
Photography	
Photo Production	
Filmmaking	
Graphic Arts	
Modified Graphic Arts	
CLERICAL	
Typewriting	
Clerical Program	
Modified Basic Typewriting	
Word Processing	

Classes	Code
AUTO MECHANICS	(004)
Auto Mechanics	
CHILD CARE	(005)
Careers with Children	
Modified Child Care	
COMPUTERS	(006)
Introduction to Computers	
Computer Programming	
Data Processing	
DRAFTING	(007)
Drafting, Technical	
Drafting, Architectural	
Blueprint Reading and Sketching	
COSMETOLOGY/BARBERING	(008)
Cosmetology	
Manicurist	
FOOD SERVICES	(009)
Food Service Occupations	
Hotel and Restaurant Occupations	
HEALTH CAREERS	(010)
Health Careers Survey	
Hospital Occupations	
Nursing Assistant	
Modified Nursing Aide/Long-Term Care	
HORTICULTURE/FLORICULTURE	(011)
Horticulture	
Vocational Horticulture	
Floriculture	
Floral Occupations	
Modified Vocational Horticulture	
LANDSCAPING	(012)
Landscape Design, Construction, and Maintenance	

Classes	Code
MAINTENANCE, BUILDING AND GROUNDS	(013)
Modified Building Maintenance/ Service	
METALWORKING/MACHINE SHOP	(014)
General Metal	
Sheet Metal	
Machine Shop	
MILITARY	(015)
PLASTICS AND INDUSTRIAL CRAFTS	(016)
Plastics, Industrial	
UPHOLSTERY	(017)
Modified Upholstery	
Upholstery	

Classes	Code
WOODWORKING	(018)
Modified Woodshop	
Wood, Cabinetmaking	
Wood, Carpentry, and Construction	
Wood, Industrial	
* OTHER	(019)
Pre-Occupational Training	
Pre-Vocational Training	
Sheltered Workshop (on campus)	
Sheltered Workshop (off campus)	
Work Experience	

VOCATIONAL CLASSES IN SPECIAL SCHOOLS (MODIFIED)

Classes	Code
ADULT LIVING SKILLS	101
Independent Living	
Daily Living	
AGRICULTURE	102
Agriculture	
Floriculture	
Gardening	
Horticulture	
BUSINESS	103
Business English	
Computers	
Typing	
CRAFTS	104
Art	
Arts/Crafts	
Crafts	
Design Crafts	
Sewing	
DRIVER EDUCATION	105
INDUSTRIAL ARTS	106
Drafting	
Graphic Arts	
Jewelry	
Wood	

Classes	Code
LAUNDRY	107
MAINTENANCE	108
Beach Maintenance	
Building Maintenance	
Grounds Maintenance	
Landscape Maintenance	
MOBILITY	109
OCCUPATIONAL TRAINING	110
Pre-Occupational Training	
Pre-Vocational Training	
Teacher's Helper	
Vocational Orientation	
WORK EXPERIENCE	111
WORKSHOP (OFF-CAMPUS)	112
WORKSHOP (ON-CAMPUS)	113

VEH SERVICES

Service	Code
HIGH TECH PROGRAM	201
JOB PLACEMENT	202
OCCUPATIONAL CENTERS	203
Full-time	
Concurrent	
REFERRAL TO COMMUNITY AGENCY	204
Department of Rehabilitation	
Regional Centers	
Other	
VOCATIONAL CAREER COUNSELING	205
VOCATIONAL ASSESSMENT	206
WORK ABILITY	207
WORK INCENTIVE	208

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0/1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Agricultural, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Benchwork occupations
8 Structural work occupations
9 Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01 Occupations in architecture, engineering, and surveying
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences
05 Occupations in social sciences
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library, and archival sciences
11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in administrative specializations
18 Managers and officials, n.e.c.
19 Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Production and stock clerks and related occupations
23 Information and message distribution occupations
24 Miscellaneous clerical occupations
25 Sales occupations, services
26 Sales occupations, consumable commodities
27 Sales occupations, commodities, n.e.c.
29 Miscellaneous sales occupations

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous agricultural and related occupations
44 Fishery and related occupations
45 Forestry occupations
46 Hunting, trapping, and related occupations

60a

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62/63 Mechanics and machinery repairers
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCHWORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c
71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
95 Occupations in production and distribution of utilities
96 Amusement, recreation, motion picture, radio and television occupations, n.e.c
97 Occupations in graphic art work

Reasons for Leaving Employment

Reason	Code
o No transportation	01
o Conflicted with school hours	02
o Job too difficult	03
o Job too easy	04
o Left for a better paying job	05
o Left for a more interesting/challenging job	06
o Pay too low	07
o Employer termination	08
o Personal illness	09
o Family problems	10
o Parental influence	11
o Work station not accessible for handicapping condition	12
o Married	13
o Change of residence	14
o Conflict with supervisor	15
o Conflict with co-workers	16
o Other (explain)	17

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APPENDIX C

Evaluation Forms

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SPECIAL EDUCATION POST-HIGH-SCHOOL ACTIVITIES STUDY: PREGRADUATION

GENERAL INFORMATION

A. Student Information

(1) Student Name _____ (2) Sex Circle one: Male 1, Female 2 (3) Student ID _____
Last First

(4) Grade 10 11 12 PG (5) Birthdate _____
Month Day Year

(6) Home Address _____
Street City Zip Code

(7) Ethnicity — Circle one: American Indian Alaskan Native 1; Asian 2; Black, Not Hispanic 3; Filipino 4; Hispanic 5; Pacific Islander 6; White, Not Hispanic 7

(8) Home Language _____ (9) Student Language _____

(10) Handicapping Condition — Circle one: APH 01, AUT 02, BL 03, DEA 04, DH 05, ER 06, HOH 07, LD 08, MH 09, OHI 10, ORT 11, PS 12, SED 13, TMR 14

(11) Initial Year in Special Education _____

(12) School of Residence _____ (13) Location Code _____ (14) School of Attendance _____ (15) Location Code _____

---

(16) Instructional Setting (Check all that apply)

a. Regular School ___
b. Special School ___
c. Resource Specialist Program (RSP) ___
d. Special Day Class (SDC) ___

(17) Designated Instruction/Services (DIS) ___
(Specify) APE ___ PH ___
Counseling ___ Voc./Educ. ___
HOH ___ VH ___
LAS ___

---

(18) Culmination Goal — Circle one: Diploma 1; Letter of Recommendation 2

(19) Proficiency Tests Passed SHARP ___ Year TOPICS ___ Year WRITE SR ___ Year

B. Location Information

(20) Parent/Guardian _____ (21) _____
Male Female

(22) Address _____ (23) Telephone ( )_____
Street City Zip Code

(24) Employer _____ (25) Telephone _____ (26) Employer _____ (27) Telephone _____

(28) Foster Home/Licensed Children's Institution _____ (29) Relationship _____

(30) Relative _____ (31) Relationship _____

(32) Address _____ (33) Telephone ( )_____

(34) Other _____ (35) Relationship _____

(36) Address _____ (37) Telephone ( )_____

C. Attitude/Behavior Rating

58

This student:	Almost never	Seldom	About 50% of the time	Usually	Almost always
(38) Is responsible					
(39) Attends school					
(40) Is punctual					
(41) Has good work habits					
(42) Performs all class tasks well					
(43) Performs academic tasks well					
(44) Exhibits good social behavior/adjustment					
(45) Is attentive in class					
(46) Gets along well with peers					
(47) Gets along well with adults					
(48) Appears to enjoy school					

(49) Info Obtained from:

- Counselor___
- Home Room Tchr___
- Other (Specify)___

66

67

PREGRADUATION EXPERIENCE

A. Vocational Training History

	Grade	Location 1=School 2=Community	Type Training* Reg/ Mod	ROP/ ROC	VEH	Category	Code	Weeks in Training	Training Completed 1=Yes 2=No	Year
(50)										
(51)										
(52)										
(53)										
(54)										
(55)										
(56)										

* Refer to "Training Codes."

B. Employment History

	Date From-To	Employer Name	Employer Address	Payment Type 1=Paid 2=Unpaid 3=Wrk.Incen.	Job Description Code**	Weeks on Job	Hours Per Week	Weekly Salary	Reason for Leaving Codes***	Job Satisfaction 1=yes 2=no 3=Somewhat
(57)										
(58)										
(59)										
(60)										

** Refer to "Two-Digit Occupational Division" codes. ***Refer to "Reasons for Leaving Employment."

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Special Education Survey: Plans of Graduates
May 1986

Part I: Background Information

1. School Name _____ Location Code _____

2. Name _____
   Last First Initial

3. Sex (Circle one): Male Female

4. Birthdate: Month ___ Day ___ Year ___ Telephone No. _____

5. Permanent address: _____
   Street City State Zip Code

6. Racial/ethnic group: (Mark one only)

   American Indian/ Alaskan Native___ Asian___ Black, Not Hispanic___ Filipino___ Hispanic___ Pacific Islander___

   White, Not Hispanic___

7. Handicapping Condition: (Circle one)

APH	AUT	BL	DEA	DH	ER	HOH	LD	MH	OHI	ORT	PS	SED	TMR
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Part II: Plans

8. Are you planning to attend school in fall 1986?

   Yes ___ (If yes, go to #9) No ___ (If no, go to #12)

9. What best describes the school you plan to attend? (Mark one in each group)

   I plan to attend:

   a. ___ A 4-year college/university
   b. ___ A 2-year college
   c. ___ A vocational/technical school or skill center

   I plan to be a:

   d. ___ Full-time student
   e. ___ Part-time student
   f. ___ Part-time student and part-time worker
   g. ___ Part-time student, homemaker

over

10. Please name the school you will be attending in fall 1986.

_____

11. If you will be attending a 2-year college or vocational/technical school in fall 1986, what type of course will you be taking? (Mark only one)

a. ___ Vocational or technical emphasis

b. ___ Academic emphasis

c. ___ Uncertain

12. Do you plan to have a job in fall 1986?

Yes ___ (If yes, go to #13) No ___ (If no, go to #15)

13. What best describes your plan for work?

I plan to be a: (Mark one only)

a. ___ Full-time worker

b. ___ Part-time worker

c. ___ Full- or Part-time worker in an apprenticeship program

d. ___ Worker in a sheltered workshop

e. ___ Full-time military person

f. ___ Full- or Part-time homemaker

14. What is the name of the job or occupation you plan to have in the future?

_____

15. If you don't plan to work or attend school in fall 1986, please explain any other plans you might have.

_____

_____

_____

Info obtained from:

- Student___
- Parent___
- Counselor___
- Teacher___
- Other (Specify)___

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APPENDIX D

Handicap Class Codes

HANDICAP CLASS CODES

Codes	Description
APH	Severe Disorders of Language/Aphasia
ASC	Assessmemt Service Center
AUT	Autistic
DBL	Deaf/Blind
DH	Developmentally Handicapped
DHH	Deaf/Hard of Hearing
ER	Educable Retarded
LH	Learning Handicapped (EH)
MH	Multinandicapped
NC	NonCategorical
OH	Orthopedic/Other Health Impaired
RSP	Resource Specialist Program
SED	Seriously Emotionally Disturbed
TEL	Teleclass
TMR	Trainable Mentally Retarded
VH	Visually Handicapped